CHAPTER II

LITERATURE REVIEW

A. Theory

A numerous theory has been developed to explain human behavior and decision process by Fishbein and Ajzen. The theory of reasoned action or TRA was developed by Martin Fishbein and Icek Ajzen in 1967 and later revised and expanded to become the theory of planned behavior or TPB. The TRA and TPB originated from the field of psychology. It developed and showed how attitude impact and change behavior. In the other word, the theory of planned behavior or TPB is an extension of the theory of reasoned action or TRA. The TPB details the determinants of an individual's decision to enact a particular behavior. Individuals make behavioral decisions based on careful consideration of available information (Conner & Armitage, 1998). It concluded that, for the purpose of this study the source and availability of information is crucial for international student decision making process.

The TRA suggests that the proximal determinant of volitional behavior is one’s intention to engage in that behavior. Intentions represent a person’s motivation in the sense of her or his conscious plan or decision to exert effort to enact the behavior. Intentions and behavior are held to be strongly related when measured at the same level of specificity in relation to the action, target, context, and time frame. Attitudes toward a specific
behavior exert their impact on behavior via intentions. In suggesting that behavior is solely under the control of intention, TRA restricts itself to volitional behaviors. Behaviors needs skills, resources, or opportunities not freely available are not considered to be within the domain of applicability of the TRA, or are likely to be poorly predicted by the TRA (Fishbein, 1993) as cited in (Conner & Armitage, 1998). To summarise, TRA only predict the volitional behaviors and not able to explain non-volitional behavior. The TRA was specifically designed to predict human behaviors under complete volitional control.

Furthermore, the TPB attempts to predict non-volitional behaviors by incorporating perceptions of control over performance or PBC of the behavior as an additional predictor. The TPB depicts behavior as a function of behavioral intentions and perceived behavioral control (PBC), PBC is the individual’s perception of the extent to which performance of the behavior is easy or difficult to display (Ajzen, 1991) as cited in (Conner & Armitage, 1998). As a result, TPB also helps to predict behavioral change and completed the missing part that TRA failed to predict.

An investigation of the underlying volitional and non-volitional factors affecting customers’ decisions may provide important insights into their purchasing decision-making process. Thus, this theory assumed that most of individuals’ decisions/behaviors are derived from the intensity of volitional efforts for the specific decisions/behaviors (Han & Kim, 2010).
In the TRA, *attitudes* are one predictor of behavioral intentions. Attitudes are the overall evaluations of the behavior by the individual. Applying the principle of compatibility, the relevant attitudes are those toward performance of the behavior, assessed at a similar level of specificity to that used in the assessment of behavior. The TRA also specifies *subjective norms* as the other determinant of intentions. Subjective norms consist of a person’s beliefs about whether significant others think he or she should engage in the behavior. Significant others are individuals whose preferences about a person’s behavior in this domain are important to him or her. Subjective norms are assumed to assess the social pressures on individuals to perform or not to perform a particular behavior.

*Source: (AJZEN, 1991)*

Figure 2.1: Theory of Planned Behavior
The TPB incorporates a third predictor of intentions, *PBC*. Hence, behavioral intention is a function of three direct determinants: attitudes, subjective norms, and PBC. Yet, PBC could affect directly to change behavior. According to Ajzen in 1985 early presentations of the TPB suggested that PBC and intentions would interact in their predictions of behavior such that intentions would become stronger predictors of behavior as PBC increased (Conner & Armitage, 1998).

Thus, TPB was clearly and successfully explained about human behavioral change by incorporating PBC as a third determinant across many variety of domain (Davis, Bagozzi, & Warshaw, 1989). Unfortunately, TRA and TPB was not suitable for the purpose of this study. Hence, author found about TAM or as known as Technology Acceptance Model by Fred Davis in 1989. Even TRA and TPB could explain human behavioral model, yet it was too general. For the purpose of this study, author need specific theory related to acceptance of technology model. Therefore, Technology Acceptance Model or TAM will be convinient for this research.

In 1986 Davis introduced TAM by adopting TRA model, it is specifically meant to explain computer usage behavior (Davis, Bagozzi, & Warshaw, 1989). TAM adopts the basic TRA model for specifying the causal linkages between two key beliefs: perceived usefulness and perceived ease of use, and user’s attitude, intention and actual computer adoption behavior (Davis, Bagozzi, & Warshaw, 1989). TAM designed
specifically for modeling computer acceptance, therefore TAM is suitable for this research.

According to TRA, human display a particular behavior change or specified behavioral performance is regulate by his or her behavioral intention (BI), while (BI) is jointly regulate by person’s attitude (A) and subjective norm (SN) (Davis, Bagozzi, & Warshaw, 1989). (BI) is measured a person’s strength to display particular behavior, while attitude is someone’s beliefs of an act that will make positive or negative impact to their lives. Subjective norm is focusing on everything around someone’s network, cultural norms, and group beliefs. In the other word, subjective norm refers to “the person’s perception that most people who are important to him thinks he should or should not to perform a particular behavior (Davis, Bagozzi, & Warshaw, 1989).

According to TRA model, a person’s attitude toward behavioral intention is regulated by silent beliefs (bi) and about consequences of performing the behavior multiplied by the evaluation (ei) of those consequences (Davis, Bagozzi, & Warshaw, 1989). TRA model also explained that person’s subjective norms (SN) is regulated by a multiplicative function of his/her normative beliefs (nbi) for instance perceived expectation of specific referent individuals or group and his or her motivation to comply (mci) (Fishbein and Ajzen) as cited in (Davis, Bagozzi, & Warshaw, 1989).
Finally understood how TRA model and its determinant that will lead to intention and particular behavior. As it mentioned earlier in this chapter that TAM was adopted from TRA basic theory, author will discuss about TAM. The goal of TAM basically to provide an explanation of the determinants of computer acceptance in general (Davis, Bagozzi, & Warshaw, 1989). TAM proposes that two particular beliefs perceived ease of use and perceived usefulness determine one’s behavioral intention to use a technology that will lead into actual behavior (Venkatesh, Determinants of Perceived Ease of Use: Integrating Control, Intrinsic Motivation, and Emotion into the Technology Acceptance Model, 2000). Perceived Ease of Use (EOU) refers to easy or not a particular technology to use by someone or in other word it refers to which the user expect the technology is free of effort (Davis, Bagozzi, & Warshaw, 1989). In the other word, it means that individuals attempt to minimize effort in their behaviors (Venkatesh, 2000). Perceived usefulness (U) is someone’s
subjective probability that using specific application technology will enhance his/her work performance (Davis, Bagozzi, & Warshaw, 1989).

TAM regulate that computer usage is determined by (BI), yet it id differ from TRA, in TAM (BI) is viewed jointly determined by the person’s attitude (A) toward using the system or technology and perceived usefulness (U) (Davis, Bagozzi, & Warshaw, 1989).

\[ BI = A + U \]

Source : (Davis, Bagozzi, & Warshaw, 1989)  
Figure 2.3 : TAM model

Additionally, the A-BI relationship means that the other determinant are being equal, people form intention to display a behavior toward which they have positive impact. The U-BI relationship is based on the idea that in an organizational setting, people form intention toward behavior because they believe it will increase their job performance (Davis, Bagozzi, & Warshaw, 1989). Therefore, the U-BI relationship in TAM represent the direct impact, hypothesizing that people form intention toward using technology or computer system based on largely cognitive value of how it will improve their performance (Davis, Bagozzi, &
The perception of usefulness (U) can be either positive or negative.

Moreover, TAM does not include (SN) or subjective norm as a key determinant that will create an intention, it because some uncertain theoretical and psychometric status of (SN) (Davis, Bagozzi, & Warshaw, 1989). SN might affect BI directly via attitude or compliance as we talked about an organization context. Yet, it generally assumed that computer use by manager or professionals is mostly voluntarily. In the other cases people may use a system or technology to fulfill their command from their authority figure, rather than due their own feelings and believe on using it. Thus, TAM does not include SN as one of determinant that form intention and affect BI.

Following TAM model, A is jointly regulated by U and EOU. It means that in TRA point of view, attitudes toward a behavior are regulated by relevant believes. TAM propose that U have a direct impact toward BI over and above A. In the figure 2.3 above, it also indicate that U influences A as well.

\[ A = U + EOU \]

**Hypothesis 1:** There is a relationship between perceived Website's Usefulness toward decision to study at UMM and LUT.

**Hypothesis 2:** There is a relationship between perceived website’s ease of use toward decision to study at UMM and LUT.
EOU also assert to have significant impact toward A. TAM differentiate two primary mechanism by which EOU influences attitudes and behavior; self efficacy and instrumentality. The easier system to interact with, the greater should be the user’s sense of efficacy (Bandura, 1982). Efficacy is one of the major factors theorized to underlie intrinsic motivation. The EOU-A relationship meant to capture intrinsically motivating aspect of EOU (Davis, Bagozzi, & Warshaw, 1989). Improvements in EOU may also be instrumental. Improved EOU may be redeveloped, enable a person to complete more work for the same effort. To extent that increase EOU contributes to improved performance, as it would expect to have direct impact toward (U) (Davis, Bagozzi, & Warshaw, 1989).

\[ U = EOU + \text{External Variable} \]

As it mentioned above, perceived ease of use or (U) can be influenced by various external factor over and above EOU. Perceived ease of use (EOU) is also theorized to be regulated by external variables

\[ EOU = \text{External Variables} \]

External variables the bridge between the internal beliefs, attitudes and intention represent in TAM and various individual differences, situation constraints and managerially variables influence behavior only indirectly via attitude (A) (Davis, Bagozzi, & Warshaw, 1989).

To summarize, TAM theory are widely used to explain the technology acceptance model to predict human behavior by
incorporating perceived of usefulness (U) and perceived ease of use (EOU) of a technology. TAM suggests that the effect of external variables for instance; system design characteristics on intention is mediated by the key beliefs (perceived ease of use and perceived usefulness). The underlying objective is to predict usage behavior. For the purpose of this study, it is important to highlight that individual believes that using a technology will enhance her/his productivity and minimize effort in their behaviors (Venkatesh, 2000).

Other than that, there is another form of a technology which is Electronic word of Mouth or E-WOM. Electronic Word-of-Mouth (E-WOM) is “any positive or negative statement made by potential, actual, or former customers about a product or service, which is made available to a multitude of people and institutions via the Internet” (Hennig-Thurau, Gwinner, Walsh, & Gremler, 2004). After the virtual landscape was significantly altered by the Web 2.0, new possibilities of spreading and receiving product-related information emerged. The ease and speed of distributing information via the internet led to an empowerment of the customer and resulted in the formation of electronic word-of-mouth. Customers that are empowered by the possibilities of Web 2.0 applications have not only changed marketers’ tools and strategies for communication they have altered the consumer decision-making process altogether. As well as consumer that are empowered by the possibilities of Electronic Word
of Mouth (Baudis, 2016). This fact are supporting the TAM theory. In other word, it explains that by the existence of technology it helps people in performing their job task such as making a decision.

**Hypothesis 3**: There is a relationship between E-WOM toward decision to study at UMM and LUT.

Therefore, TAM is the most appropriate theory to support this research, because it can show the forecast on individual usage behavior toward the acceptance of technology.

Besides the TRA, TPB and TAM theory, Herbert Simon explains about behavioral studies in human decision making theory. Herbert Simon was one of the most important researchers in the field of behavioral studies in human decision making. Despite his effort to investigate that field, it did not have the impact in the decision making community. Simon’s theory relies on several assumptions make it not applicable into many field of study. It has never been supported experimentally (Campitelli & Gobet, 2010).

**B. Literature Review**

Website's Usefulness and Website Ease of Use are two different things in this research. According to (Davis, 1989), perceived usefulness, defined as the degree to which a person believes that using a particular system would enhance his or her job performance (Heijden, 2003). In this research study, it means the degree to which a person that using a website believes that it will enhance their performance. In other word, they believe
that using a particular technology or website is useful and can help them make a decision.

_Indicators of Perceived Website’s Usefulness:_

a. **Accuracy**

b. **Appropriate**

c. **Timely**

d. **Content relevance (in depth)**

e. **Tailored Communication**

f. **Simplicity (succinct)**

g. **Interactivity.**

h. **Learnability**

Perceived website’s ease of use, defined as the degree to which a person believes that using a particular system would be free of effort (Heijden, 2003). In this research study, students assumed that using a particular technology or a website is easy, free of effort and will help them make a decision.

_Indicators of Perceived Website’s Ease of Use:_

a. **Easy to learn using the web**

b. **Easy to read and understand**

c. **Easy to use and find what they want**

d. **The interaction is clear and understandable**

Electronic Word-of-Mouth (E-WOM) is “any positive or negative statement made by potential, actual, or former customers about a
product or service, which is made available to a multitude of people and institutions via the Internet” (Hennig-Thurau, Gwinner, Walsh, & Gremler, 2004).

Indicators of E-WOM:

a. Overall Product/Service Ranking (RANK)
b. Customer Ratings (RATINGS)
c. Information quality (INFOQUAL)
d. Source Credibility (SC)
e. Information Quantity (INFOQUANT)
f. Information Diagnosticity (DIA)
a. Information Adoption (ADO)

Purchase decision defined as when a consumer undertakes complex buying behavior when they are highly involved in a purchase and perceive significant differences among brands. Consumers may be highly involved when the product is expensive, risky, purchased infrequently, and highly self-expressive. Typically, the consumer has much to learn about the product category (Kotler & Armstrong, Principles of Marketing, 2016).

Indicators of Purchase Decision:

a. Information
b. Brand recognition
c. Confidence
d. Decision
<table>
<thead>
<tr>
<th>NO</th>
<th>TITLE</th>
<th>AUTHOR</th>
<th>VARIABLE</th>
<th>METHODOLOGY</th>
<th>RESULT</th>
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<tbody>
<tr>
<td>1</td>
<td>Factors Influencing the Usage of Websites: The Case of a Generic Portal in the Netherlands</td>
<td>Hans van der Heijden (2004)</td>
<td>Perceived Ease of Use (x1), Perceived Enjoyment (x2), Perceived Usefulness (x3), Perceived Attractiveness (x4) Usage behavior (Y)</td>
<td>- Multiple Regression Analysis - Survey of users of one particular website. The survey instrument, use both single item and multiple item constructs, It was then distributed (through a pop-up screen) to every 20th subscriber that entered the portal.</td>
<td>The portal company confirmed that the finding were in line with findings from their own marketing research, assumed that using a particular technology or a website is easy, free of effort and will help them make a decision.</td>
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<td>2</td>
<td>Exploring Factors Influencing International Students’ Decision to Choose a Higher Education Institution: A Comparison between Chinese and Other Students</td>
<td>Melissa James-MacEachern and Dongkoo Yun (2017)</td>
<td>sources of information (x1), pull university related), structural motivation(x2), reference groups or influencers (x3) decision to study (Y)</td>
<td>- Convenient sampling and personal interview methods for conducting the survey. descriptive statistics for all items of the study constructs - Chi-Square analyses with simple cross-tabulation</td>
<td>This study found that the university’s website was the top source of information used by international students (36.0%), compared to other sources. It explains that, Website Usefulness became the first source for students. Educational (recruitment) agencies appeared to be the second (22.3%) most used information source. “Friends or acquaintances” (19.8%), “school counselor or teacher in my home country” (19.0%), “someone from the university/alumni from the institution” (15.7%), and</td>
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<tr>
<td>3</td>
<td>University course selection and services marketing</td>
<td>Claire Brown, Peter Varley, John Pal (2009)</td>
<td>Problem recognition (x1), Information search (x2), Evaluation of alternatives (x3), Purchase Decision (Y)</td>
<td>A total of 22 students participated in four focus groups, conducted in a semi-structured format. Data were inductively interpreted using narrative analysis with groups of appropriate data assigned to the headings developed in the topic guide.</td>
<td>This study found that, many respondents utilize the internet or website for their information search, it because Website is usefull for them.</td>
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<td>4</td>
<td>Extended technology acceptance model of Internet utilization behavior</td>
<td>Hung-Pin Shih (2003)</td>
<td>Relevance of information (x1), Perceived usefulness (x2), Perceived ease of use (x3), Attitude toward performance of the Internet (Y)</td>
<td>The Research models for the full sample and its two Sub samples were tested using multiple Regression.</td>
<td>Overall, most empirical results were consistent with the propositions of TAM, this study found that perceived ease of use influences user attitudes toward Internet use. Thus, an easy to use Intranet allowed office workers to form more positive attitudes toward Internet use. As expected, Internet users evaluated work productivity as mainly depending on the system effectiveness in searching for information, and were more interested in using the Internet if it was very easy-to-use.</td>
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<td>5</td>
<td>A Theoretical Extension of Venkatesh Subjective Norm (x1),</td>
<td></td>
<td>Four longitudinal</td>
<td>This study found that both perceived</td>
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the Technology Acceptance Model: Four Longitudinal Field Studies and Fred D. Davis (2000)

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<tr>
<th>Image (x2), Job Relevance (x3), Output Quality (x4), Result Demonstrability (x5), Perceived Usefulness (x6), Perceived Ease of Use (x7)</th>
<th>field studies Interview and questionnaire usage behavior (Y)</th>
<th>usefulness and perceived ease of use are positively related to attitude and behavioral intentions to use a technology that will help in job performance or performing a particular task.</th>
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| Sun-Jae Doh, M.S. and Jang-Sun Hwang, Ph.D. (2009) | The ratio of messages (Positive or Negative) (x1), attitude toward the product, purchase intention, credibility of E-WOM messages, and attitude (Y) | self-administered questionnaires ANOVA (analysis of variance) GLM (general linear model) | This study found that E-WOM has an essential impact on consumers’ purchase intentions, since they trust on E-WOM before making any purchase decision. |

| Christy M.K. Cheung, Matthew K.O. Lee (2012) | Egoistic motivation (x1), Collective motivation (x2), Altruistic motivation (x3), Principistic motivation (x4), Knowledge self-efficacy | The Partial Least Squares (PLS) using a sample of online consumer-opinion platform users from OpenRice.com. | Those independent variable are affecting consumer’s intention to spread E-WOM except self-efficacy. Furthermore, purchase intention is the extensive outcome variable of electronic word of mouth communication. In other word, E-WOM could lead to a |
Consumer's E-WOM intention (Y)

| Value co-creation and purchase intention in social network sites: The role of electronic Word-of-Mouth and trust – A theoretical analysis | Eric W.K. See-To, Kevin K.W. Ho (2014) | Messages source of E-WOM (x1), E-WOM in SNSs (x2), Disposition to Trust (x3), Institutional-based Trust (x4), Trusting Beliefs (x5), Value Co-creation (x6) | a systematic review on the existing literature in E-WOM, trust, purchase intention, and value co-creation. This study found that when a potential consumer noted that there is a large quantity of positive E-WOM about the product or service sold by a company, she will develop a positive expectation about the quality of the product or the service provide by the company. This positive expectation will lead her to feel confident to purchase this product or service from that company. |

| Empirical examination of the adoption of WebCT using TAM | E.W.T. Ngai, J.K.L. Poon, Y.H.C. Chan (2007) | Technical Support (x1), Perceived Ease of Use (x2), Perceived Usefulness (x3) | pilot study and questionnaire SPSS AMOS 4 This study found that Perceived ease of use has a positive direct effect on attitude, and perceived usefulness has a positive direct effect on attitude and WebCT. |

| Explaining and predicting users’ continuance intention toward e-learning: An extension of the | Ming-Chi Lee (2010) | Confirmation (x1), Perceived Usefulness (x2), Perceived ease of use (x3), Perceived enjoyment | Pilot test questionnaire convenient sampling Cronbach’s reliability and factor analysis This study found that attitude was predicted by perceived usefulness, perceived ease of use, and perceived enjoyment, and together these variables explained 67% of the total variance. |
### Expectation-Confirmation Model

- Concentration (x4),
- Satisfaction (x6),
- Attitude (x7),
- Subjective norm (x8),
- Perceived behavior control (x9)

# Intentions to Use Virtual Worlds for Education

<table>
<thead>
<tr>
<th>11</th>
<th>Intenstions to Use Virtual Worlds for Education</th>
<th>Jia Shen, Lauren B. Eder (2009)</th>
<th>Computer playfulness (x1), computer self-efficacy (x2), computer anxiety (x3), perceived usefulness (x4), perceived ease of use (x5)</th>
<th>Smart PLS (Ringle, Wende, and Will, 2005)</th>
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<tr>
<td></td>
<td>Behavioral intention (Y)</td>
<td></td>
<td><strong>This study found that perceived ease of use did not affect behavioral intentions directly. Instead, the effect of PEOU was mediated through PU. Moreover, in educational settings, this study also shown that perceived usefulness takes central stage in affecting attitude and behavioral intention.</strong></td>
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# Elucidating usage of e-government learning: A perspective of the extended technology acceptance model

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<th>12</th>
<th>Elucidating usage of e-government learning: A perspective of the extended technology acceptance model</th>
<th>Stacy Huey-Pyng Shyu, Jen-Hung Huang (2011)</th>
<th>Perceived e-government learning value (x1), Perceived usefulness (x2), Perceived ease of use (x3), Perceived enjoyment (x4)</th>
<th>Survey Cronbach's alpha</th>
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<tbody>
<tr>
<td></td>
<td>Behavioral intention (Y)</td>
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<td><strong>This study found that perceived ease of use also affected perceived usefulness, which in turn influenced both attitude and behavioral intention. One important finding in this study is concerned with the determinants of attitude, behavioral intention, and actual site usage.</strong></td>
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<td></td>
<td>Actual usage</td>
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<td>Scaled multiple correlation (SMC)</td>
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# References

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<th>Table</th>
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<th>Authors</th>
<th>Predictors</th>
<th>Method</th>
<th>Notes</th>
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<tbody>
<tr>
<td>13</td>
<td>Predicting user acceptance of collaborative technologies: An extension of the technology acceptance model for e-learning</td>
<td>Ronnie Cheung, Doug Vogel (2013)</td>
<td>Sharing (x1), Perceived Usefulness (x2), Perceived Ease of Use (x3), Perceived Resource (x4), Compatibility (x5), Attitude (x6), Subj Norm - Peer (x7), Behavioral Intention (x8), Subj Norm - Media (x9), Subj Norm - Lecturer (x10), Self-Efficacy (x11)</td>
<td>Questionnaire - PLS</td>
<td>This study found that Perceived usefulness positively influence attitudes toward the Google Applications platform. Perceived ease of use positively influence attitudes toward the Google Applications platform and perceived ease of use positively influence perceived usefulness.</td>
</tr>
<tr>
<td>14</td>
<td>The Role of Technology Acceptance Model in Explaining University Academics’ Acceptance and Behavioural Intention to Use Technology</td>
<td>Tanimu Adam Ibrahim (2018)</td>
<td>Perceive Usefulness (x1), Perceive Ease of Use (x2), Self-Efficacy (x3), System Accessibility (x4), Social Influences (x5)</td>
<td>Descriptive survey - Regression with SPSS software</td>
<td>This study found that Perceive Usefulness, Technology self efficacy, and system accessibility have significant relationship with Attitude and Behavioural Intention.</td>
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</table>
The effects of consumer knowledge on message processing of electronic word-of-mouth via online consumer reviews

Do-Hyung Park, Sara Kim (2008)

- E-WOM type of reviews (X1)
- E-WOM number of reviews (X2)
- Purchase Intention (Y)

The results show that the effect of cognitive fit (the type of reviews) on purchase intention is stronger for experts than for novices while the effect of the number of reviews on purchase intention is stronger for novices than experts.

C. Conceptual Model

Based on the previous study, we can conclude that technology plays a vital role for the potential students. There is an impact of those three variables toward decision to study at University of Muhammadiyah Malang and Lublin University of Technology Poland. Perceived Website’s Usefulness, perceived website’s ease of use, and E-WOM are affecting students decision toward University choices for their further study.
**Source**: TAM theory (Davis, Bagozzi, & Warshaw, 1989)

Illustration 2.1: Research Model

Where:

**X1**: Perceived Website's Usefulness

*Indicators:*

**X1.1**: Accuracy means that the university website provide accurate information (Loiacono, Watson, & Goodhue, 2002); (Hasan & Abuelrub, 2011); (Lee & Kozar, Understanding of website usability: Specifying and measuring constructs and their relationships, 2012)

**X1.2**: Appropriate means that the university website provide appropriate information (Loiacono, Watson, & Goodhue, 2002); (Hasan & Abuelrub, 2011); (Lee & Kozar, Understanding of website usability: Specifying and measuring constructs and their relationships, 2012)
X1.3: Timely means that the university website provide updated and timely information (Hasan & Abuelrub, 2011); (Loiacono, Watson, & Goodhue, 2002); (Lee & Kozar, Understanding of website usability: Specifying and measuring constructs and their relationships, 2012)

X1.4: Content relevance (in depth) means that the website contains in-depth information (Lee & Kozar, Understanding of website usability: Specifying and measuring constructs and their relationships, 2012).

X1.5: Tailored Communication means that the university’s website meets audience needs (Loiacono, Watson, & Goodhue, 2002)

X1.6: Simplicity (succinct) means that the structure of the website is succinct/compact (Lee & Kozar, Understanding of website usability: Specifying and measuring constructs and their relationships, 2012)

X1.7: Interactivity means that the website contains components to help the interaction between it and consumers (Lee & Kozar, Understanding of website usability: Specifying and measuring constructs and their relationships, 2012)

X1.8: Learnability means that the contents provided by the university website are understandable (Lee & Kozar, Understanding of website usability: Specifying and measuring constructs and their relationships, 2012)

X2: Perceived Website Ease of Use

Indicators:

X2.1: Easy to learn using the web means that student feels it is easy to learn using the university website (Smith, 2008)
X2.2 : Easy to read and understand means that the university website is easy to read and understand (Loiacono, Watson, & Goodhue, 2002)

X2.3 : Easy to use and find what they want means that students found that it is easy to use both university website to find what information they want (Smith, 2008)

X2.4 : The interaction is clear and understandable means that the students found that interaction with both university website was clear and understandable (Smith, 2008)

X3 : Electronic Word of Mouth or E-WOM

Indicators:

X3.1 : SC (source credibility) means that the reviewers were credible (Filieri, 2014)

X3.2 : INFOQUAL (information quality) means that the information from online reviews was relevant to my needs (Filieri, 2014)

X3.3 : Info quantity means that the quantity of information was sufficient to satisfy my needs (Filieri, 2014)

X3.4 : Information adoption means that online reviews have motivated me to make a purchase decision (Filieri, 2014)

Y : Decision to study

Y1.1 : Information : Consumer got the information they needed about the service and consumers are able to recognizing the brand of the service after gained those information from both university website (Howard, Shay, & Green, 1988)
Y1.2 : Brand recognition means that consumers take consideration of the service offered by collecting data and information from both university websites (Howard, Shay, & Green, 1988).

Y1.3 : Confidence means that consumers are confident enough by their ability to judge the quality of the service offered after gaining several information from both university websites (Howard, Shay, & Green, 1988).

Y1.4 : Decision means that consumers decided to purchase the service (Howard, Shay, & Green, 1988).

D. Hypothesis

Hypothesis 1 : There is a relationship between perceived Website’s Usefulness toward decision to study at UMM and LUT.

Hypothesis 2 : There is a relationship between perceived website’s ease of use toward decision to study at UMM and LUT.

Hypothesis 3 : There is a relationship between E-WOM toward decision to study at UMM and LUT.